DOCUMENT RESUME

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TITLE	Long Range Follow-up of Students Enrolled in Cherry Creek District Vocational Education Programs.
INSTITUTION	Cherry Creek School District 5, Englewood, Colo.
SPONS AGENCY	Colorado State Dept. of Education, Denver.
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ABSTRACT

Five years after their graduation from high school in Colorado, a sample of 1,143 students who had been enrolled in a vocational education program were sent follow-up questionnaires. Of the 268 former students providing usable responses, 63 percent were working full-time, 12 percent were full-time students, and approximately 16 percent were going to school while working either part- or full-time, with only 3 percent either unemployed or seeking employment. Seventy-seven percent of the respondents felt that the skills learned while in their high school vocational program were useful in their current daily work; 61 percent listed a job title related to their vocational training. Of the 115 students who had participated in a cooperative education program while in high school, 46 percent indicated that the program helped them a great deal in developing interpersonal skills and 71 percent felt that the cooperative program contributed significantly to their overall skill development. Eighty-five percent of the students who had pursued further education after high school graduation felt that their vocational training helped them in their schooling. Of those responding to the optional question concerning present income, 55 percent were earning a salary of more than $15,000 per year. (MN)

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DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

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FORM APPROVED
OMB NO. 1830-0011
APPROVAL EXPIRES 9/30/85

STATE-ADMINISTERED VOCATIONAL EDUCATION PROGRAM IMPROVEMENT CONTRACTS: ABSTRACTS

NO FURTHER MONIES OR OTHER BENEFITS MAY BE PAID OUT UNDER THIS PROGRAM UNLESS THIS REPORT IS COMPLETED AND FILED AS REQUIRED BY EXISTING LAW AND REGULATIONS (20 U.S.C. 2401, 45 CFR 104).

PART A - PROJECT IDENTIFICATION

1. NAME OF STATE SUBMITTING
Colorado

2. TYPE (CHECK ONE)
☒ CONTRACT ☐ CONTRACT NO. (SPECIFY) ID# 62756
☐ IN-HOUSE ☐ PROJECT NO. (SPECIFY)

3. TITLE OF PROJECT
Lon Range Follow-up of Students Enrolled in Cherry Creek District Voc. Ed. Programs

4. PRINCIPAL INVESTIGATOR(S) AND ORGANIZATION(S)
Glenn Edwards

TELEPHONE NO. (INCLUDE AREA CODE)
(303) 773-1184

5. ADDRESS (INCLUDE NUMBER, STREET, CITY, STATE, AND ZIP CODE)
Cherry Creek Schools
Office of Vocational and Career Education
9150 E. Union Ave, Englewood, CO 80111

CONGRESSIONAL DISTRICT

ED261149

6. ORGANIZATION TYPE (CHECK PRIMARY GROUP[S])
☐ COLLEGE/UNIVERSITY ☐ STATE EDUCATION AGENCY
☒ LOCAL EDUCATION AGENCY ☐ SMALL BUSINESS
☐ INTERMEDIATE SERVICE AGENCY ☐ NON-PROFIT
☐ INDIAN TRIBE ☐ OTHER (SPECIFY)

7. FUNDING PERIOD
STARTING DATE August 1983 ENDING DATE October 1984

8. SOURCE OF P.L. 94-482 FUNDS
☒ SECTION 131 $ 1,000 ☐ SECTION 133 $
☐ SECTION 132 $ ☐ OTHER (SPECIFY) $

9. CHARGED TO FEDERAL APPROPRIATION YEAR(S)
FY 84-85

10. LEVEL OF ACTIVITY'S IMPACT (CHECK PRIMARY LEVEL)
☐ ADULT ☒ SECONDARY
☐ POST SECONDARY ☐ OTHER (SPECIFY)

11. LOCATION
☐ ISOLATED RURAL ☐ INNER CITY
☒ SUBURBAN ☐ OTHER (SPECIFY)

12. SPECIAL POPULATION TARGET GROUPS (CHECK PRIMARY GROUP[S])
☐ LIMITED ENGLISH PROFICIENCY ☒ PART OR FULL TIME EMPLOYMENT ☐ ASIAN OR PACIFIC ISLANDER
☐ HANDICAPPED ☐ PERSONS IN NON-TRADITIONAL VOCATIONS ☐ BLACK, NOT OF HISPANIC ORIGIN
☐ DISADVANTAGED ☐ WOMEN ☐ HISPANIC
☐ DISPLACED HOMEMAKER ☐ MEN ☐ WHITE, NOT OF HISPANIC ORIGIN
☐ SINGLE HEAD OF HOUSEHOLD ☐ AMERICAN INDIAN OR ALASKAN NATIVE ☐ OTHER (SPECIFY)

13. WILL THE PRODUCT BE PLACED IN THE CLASSROOM WITHIN 5 YEARS? ☐ YES ☐ NO

PART B - PROJECT DESCRIPTION-ABSTRACT FORM

(THE REQUIREMENTS FOR THE ABSTRACT ARE SHOWN ON THE REVERSE SIDE)

ED241833

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CHERRY CREEK SCHOOLS

Office of Vocational & Career Education
Data Processing - Graphics Building
9150 East Union Avenue
Englewood, Colorado 80111
(303) 773-1184, Extension 4551

LONG RANGE FOLLOW-UP STUDY OF STUDENTS ENROLLED IN CHERRY CREEK DISTRICT VOCATIONAL PROGRAMS

Each year, we do a follow-up study of students who have completed vocational programs at the end of the preceding school year. These studies provide information that is helpful in evaluating and planning our future vocational program offerings. However, we have never done a study of students who had completed the program several years previously to find out what those students were doing, and how they felt about the programs that were offered at the secondary level.

We were interested in learning how many of the students had gone on for additional training, how many had completed a baccalaureate program, and how many were employed in an area related to their high school program. We also wondered how our programs were perceived in terms of the student's impressions about the effectiveness and the overall quality of the programs. Additionally, we have made a large commitment to provide cooperative work experiences for many students, and we were interested in determining how the students perceived that part of their vocational training.

This prompted us to contact the State Board for Community Colleges and Occupational Education and to explore the possibility of conducting a long-range follow-up study. The State Board mentioned that it was their impression that this type of follow-up had never been formally done before. Our district has performed five year follow-ups of students in the past. However, they have not had a large vocational section in the follow-up study, and these studies did not provide the types of information that we felt we needed.

METHOD: We used as a source document the VE-135's from the school years 1977-78 and 1978-79. We did not differentiate among students who had completed the program or those who were enrolled for less than the complete program. Basically, we took the names of all students who were enrolled in the

vocational programs during the time period that the data for the 135's was compiled.

We then prepared a questionnaire and form letter which was mailed to approximately 1,143 students who were listed as being enrolled in those programs. We discovered, as we anticipated, that many of the addresses were no longer valid. Many of the students had moved, their parents had moved, and we feel that there were some errors in the initial address information. As we had anticipated, there were a good many of the surveys that were returned to the school district "addressee or address unknown."

After tallying those surveys which had been returned, we then followed up by phone call. This elicited a few more responses to our questions, but many of those responses were from parents of the student rather than from the student himself. After going through this process, 260 were returned by mail and 37 responses came through the phone calling process. This represents a 26 percent response level. After talking with others who have been involved in long-range or long-term follow-up studies, we felt that the results compared favorably with other studies of this type.

After we had received those questionnaires and phone call summarys, we tallied the answers by individual program and then determined a total response figure. While we were tallying, we arbitrarily made some subjective decisions. In some cases, we found answers that did not make sense, and for the most part those were eliminated from the survey. For example: In some cases, students indicated that they had not taken cooperative programs. However, they did answer the next question which was addressing the effectiveness of the cooperative program and its value to them in their preparation for the work force. We felt that if they were not involved or enrolled in a vocational co-op program that that response probably was not particularly valid.

In some cases, we felt that some of the questions evoked responses that differed from the intent of the question. In those cases, again, if the answer appeared to be inappropriate, we did not include it in the results. While we attempted to tally the results very carefully, we are concerned that there may be some errors that occurred in the posting process. Most of the people who were involved in the survey development were also doing other jobs at the same time, and occasionally were interrupted with phone calls and other tasks. There is a possibility of some errors occurring;

however, we feel that they should not be excessive.

One of the open ended questions that was asked related to the students present employment. We hoped to determine what percentage of those who were employed were working in a job that was related to the training that they had received in the secondary school. In that type of a summary, there is some degree of subjectivity that will occur. Recognizing that limitation, we feel that the results are reasonable, even if there were some occupational titles that were difficult to classify. We attempted to be as objective as possible, and feel that there would not be a significant difference between our interpretation of whether the student was placed or not, and others who would analyze those responses from an objective point of view.

RESULTS: Of the 268 students who responded to our question regarding what they were doing at the present time, 63 percent of those students indicated that they were working full time, 12 percent were in school full time, and approximately 16 percent were going to school and working either part or full time. Of the 268 students who responded, only three percent were unemployed and seeking employment. Several of those students had recently completed their college work and were just starting to look for jobs.

Of those students who were presently participating in formal schooling, 71 percent were enrolled in a four year college or university, while 12 percent of them were enrolled in a graduate program.

Of the 253 students who responded to a question regarding the last year of schooling completed, 19 percent indicated that the last year of formal schooling completed was in high school. Thirty-seven percent of those students had completed a baccalaureate or advanced degree, and the remaining students had completed one or more years of additional study beyond the high school diploma.

When asked if the students used the knowledge or skills obtained from the vocational program in their daily work, 77 percent of the students responded affirmatively.

Two hundred-two students provided us with a job title to indicate the type of work that they were presently doing or had done in the past. Of the 202 students who responded, 61 percent mentioned a job title that we felt showed a relationship to their vocational training.

One hundred-fifteen students indicated that they had been involved in a cooperative work study program while they were taking their vocational training. Forty-six percent of the students involved in the cooperative program felt that the cooperative experience helped a great deal in developing their personal skills. Seventy-one percent of those who responded to that question felt that the cooperative program contributed significantly to their overall skill development. Approximately 11 percent indicated that they didn't feel that the cooperative program added very much to their knowledge or skills.

Sixty-nine percent of the students who were queried regarding how well their vocational program had prepared them for the work force indicated that they felt they were reasonably well prepared. We added the third response which was entitled "moderately well prepared" and found that 93 percent felt they were moderately or better prepared for the work force.

One hundred-seventy out of the 270 students responded to a question regarding how much help they felt the items they learned in the vocational program had helped them to gain entry into a job, responded to that question in a positive manner. Approximately half felt that their vocational training would probably help them receive promotions and about six out of ten felt that their vocational training would probably help them change from one job to another more easily then if they had not received that type of training.

When the students were asked if they would recommend to others the vocational program in which they had been enrolled, 93 percent of them responded with an affirmative answer. When asked about the overall quality of the vocational program that they were enrolled in, 37 percent responded that the program was excellent, 76 percent stated that it was very good or better, and only 19 students out of the 254 responded with fair to poor. As a matter of fact, only one student responded with a poor rating out of a total of 254 students who had answered that question.

Eighty-five percent of the students felt their vocational training helped them while attending college or other post-secondary institutions.

We also included an optional question referring to salaries, and in this case, we found that many of the students did not respond. Of those who did respond to that question, 55 percent indicated that they were making a salary of over $15,000 a year.

CONCLUSIONS: We have not been able to identify other five year studies that have been done throughout the country, but it is certainly possible that a project of this type could have been done in other places. It is our subjective feeling that we were pleasantly surprised at the number of students who are working in a field closely related to the vocational training that they had taken in the secondary school.

Our district is known as being heavily college preparatory, and the numbers that we obtained, I think, reinforced that belief. We were somewhat surprised, however, to find at this point in time less than 40 percent of the students had completed either a baccalaureate or advanced degree program. Many of the students appeared to be still working towards those goals. We were quite pleased that 93 percent of the students who were surveyed would recommend the vocational program to other students. This was further substantiated by the fact that 76 percent of the students felt that the programs were very good or excellent.

All in all, it was a very interesting experience for us to conduct this survery, and we hope that the results will be helpful to others and provide, perhaps, a little bit more objective data regarding secondary vocational education in the State of Colorado.

9-30-84